Please Do Now!



Please respond to the following statement:

“When content area teachers incorporate writing in all areas of the curriculum students benefit.” Anne Walker

In a minimum of five lines, describe the ways you have integrated writing into your content area.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When complete, please READ your response to your partner and discuss how you use writing in your classes.

# Writing across the Curriculum

http://www.thewritingsite.org/resources/approaches/collins/default.asp

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | **The Five Types of Writing** | | | | Type | Description | # of Drafts & Evaluation | | Type 1: Capture Ideas | Type 1 writing gets ideas on paper -- it's brainstorming. Type 1 is timed and requires a minimum number of items or lines to be generated. Questions and/or guesses are permitted. | |  |  | | --- | --- | | http://www.thewritingsite.org/_img/bullet3.gif | One draft | | http://www.thewritingsite.org/_img/bullet3.gif | Outcomes are evaluated with a check (http://www.thewritingsite.org/_img/check.gif) or a minus (-) | | | Type 2: Respond Correctly | Type 2 writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question. | |  |  | | --- | --- | | http://www.thewritingsite.org/_img/bullet3.gif | One draft | | http://www.thewritingsite.org/_img/bullet3.gif | Graded as a quiz | | | Type 3: Edit for Focus Correction Areas | Type 3 writing has substantive content and meets up to three specific standards called "focus correction areas" (FCA). Revision and editing are done on the original. | |  |  | | --- | --- | | http://www.thewritingsite.org/_img/bullet3.gif | one draft (save) | | http://www.thewritingsite.org/_img/bullet3.gif | Read out loud and reviewed to see if the draft completes the assignment, is easy to read and meets standards set for the focus correction areas. | | | Type 4: Peer Edit for Focus Correction Areas | Type 4 writing is Type 3 writing that is read aloud by someone else. | |  |  | | --- | --- | | http://www.thewritingsite.org/_img/bullet3.gif | Two drafts (save) | | http://www.thewritingsite.org/_img/bullet3.gif | Writing is critiqued by a peer and revised by the author | | | Type 5: Publish | Type 5 writing is of publishable quality. | |  |  | | --- | --- | | http://www.thewritingsite.org/_img/bullet3.gif | Multiple drafts (save) | | http://www.thewritingsite.org/_img/bullet3.gif | Published work | | |

The *Focus Correction Area (FCA)* is an element of this program that encourages students to improve targeted writing skills. Teachers systematically ask students to edit their writing for three FCAs for each Type Three writing assignment. Examples of *Focus Correction Areas* include:

* “Use of a clear topic sentence and a strong conclusion
* Explain ideas with sufficient/relevant details
* Use content specific vocabulary
* Vary sentence beginnings/lengths
* Use end marks and commas correctly
* Include graphic illustrations with labels” (Collins)

The *Cumulative Writing Folder* provides a structure for classroom management. This folder is a valuable aid in organizing Type Four Writing, where peer editing and revision takes place. It includes a teacher comment key, tips for first and final drafts, and a place to record and reflect on assignments.

### Professional Learning Communities

In many schools, staff learning together is a very new endeavor. Some schools schedule time for grade level or subject matter teams to meet, assuming they are then a professional learning community. The majority of these meetings focus on management, a very legitimate purpose. These meetings are useful and necessary. But they are not typically characterized by professionals meeting together to learn deeper content knowledge, more powerful instructional strategies, or investigating the differentiated and sometimes unique ways that students learn. Unstructured time for human interaction does not assure learning or productivity to result. The idea of professional learning communities has been translated into a wide array of definitions, most of which miss the mark of educators in a school coming together to learn in order to become more effective so that students learn more successfully.

Interestingly, while the PLC has been touted as a significant and effective school improvement strategy or structure, it has been characterized in endless ways, depending on who defines it. While there has been much talk about the importance of PLCs, little attention has been given to the characteristics of a PLC. From research five attributes or components have been gleaned: (1) Shared beliefs, values, and vision, (2) Shared and supportive leadership, (3) Collective learning and its application, (4) Supportive conditions, and (5) Shared personal practice.

Give two examples of strategies that your PLC has talked about that are supported by the five attributes of an effective PLC.